

A SHORT-COURSE IN MANAGEMENT

by

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A CAPSTONE PROJECT

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ABSTRACT

The future leaders of the Air Force, the Company Grade Officers, receive only a small amount of training concerning the Behavior School of Management Thought. The Air Force concentrates more on teaching situational leadership skills to its new officers. This type of adaptive leadership knowledge is critical to the type of job an officer faces during a crisis situation. However, it is not always the best method during normal peacetime operations. This project is directly aimed at providing Company Grade Officers the tools necessary to utilize the management techniques presented in the Behavior School of Management. The project contains general information from leading authors in the school of management as well as specific case studies to relate the management techniques to real Air Force situations.

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Chapter I

THE PROBLEM

A. Introduction

When one thinks of the perfect example of a large mechanistic organization, the United States government is often the first to come to mind. Rules, regulations and guidelines are the backbone of its very existence. Protecting this beast and the principles it represents falls to the job of the US military. Although a part of the bureaucratic establishment, the military often goes beyond the normal level of control seen in the government. Many of its leaders consider this tight control necessary for maintaining the discipline required to engage an enemy in conflict. With the dramatic global changes seen in the last 20 years, this position needs to be reexamined. Increased competition for federal dollars has led the Armed forces to search for ways to lower the costs of doing business. Privatization and outsourcing are being used to lower costs. In combination with these methods, smarter, more efficient ways of conducting and managing the business aspects of the military are also needed more than ever in this evolving climate.

There is no longer a single country posing a threat to the US. With the hope of economic prosperity, even China is bending towards a more moderate role in global politics. The new threats come from smaller countries engaged in their own internal strife. Leaving these countries to fight their own battles is not always an option. The US military has responded with its partners in the United Nations to establish buffer zones

while working on diplomatic solutions. This change in role by the military has led to the reduction of the number of necessary persons and materials. In addition, today's smaller forces are better equipped and trained than anytime in the past. No longer relying on sheer numbers, the strategy of the military has shifted towards more individual responsibility.

In one particular branch of the service, the United States Air Force (USAF), this is especially true. The men and women of the USAF have to meet increasingly tougher entry standards. Furthermore, everyone receives specialized job training. With this training comes the added responsibilities of managing these resources effectively. The largest part of the day-to-day responsibility falls on the shoulders of the Company Grade Officers (CGOs), the lieutenants and captains of the USAF. This responsibility is largely due to their constant interaction with the persons assigned to carry out the every day tasks necessary to run the organization. The manner in which the CGOs treat their subordinates has a profound effect on not only the productivity of the unit, but also the morale.

If you take into consideration the increased number of Temporary Duty (TDYs) assignments away from home, the job of leading and managing Air Force (AF) personnel becomes even more difficult. Add low military wages and a booming civilian economy with low unemployment to the equation and the difficulties skyrocket. It is no wonder that AF personnel are leaving in alarming numbers. Retention rates are among the lowest ever experienced.

Pilots and aircrews are among the most likely to leave to seek opportunities in the civilian sector. Higher pay is not cited by many as the reason for leaving. In a recent

edition of the *Air Force Times*, an AF member stated, "I'm just not comfortable being in a long-term relationship with the Air Force anymore. You can't have a long-term relationship with someone you can't trust and who doesn't respect you. You feel like you constantly have an adversary where you work" (Bird, 1998). Without a positive change in the style of leadership and management, the AF is going to continue to lose talented people, people vital to the very success of its mission.

B. Purpose of the Study

It is not an easy task to institute change in a mechanistic organization. Change must be presented in a logical manner and it must be given time to take hold. As with any population, the young people are considered the key to the future. The AF is full of "old-colonels", individuals who grew up knowing only one way to accomplish an objective. They tend to base rules, regulations and training on the requirements of the past. The time has come to set things in motion to initiate positive change. The purpose of this project is to provide a short-course on the use of the behavioral school of management techniques in completing every day peacetime tasks. By no means is this project the cure-all means to effect the required change. However, by targeting young leaders, the CGOs, it will go a long way towards giving future leaders the knowledge necessary to create opportunities for change.

C. Statement of the Problem

Traditionally, the Air Force has relied heavily on the use of situational leadership as its primary style of leadership (McKinney, 1998). The AF naturally lends itself to this

type of management. In stressful combat situations, leaders must possess the skills necessary to ensure the safety of the personnel charged in their care while completing the required objectives. To meet these requirements, an officer spends a great deal of initial training related to the wartime mission. After all, that is the primary mission of the AF. In the field, an officer is expected to make critical decisions. These decisions could mean life or death for a great number of people. There is often not enough time to consult with subordinates. An officer must use the knowledge of each person's capability to make the right decision. Each situation is different, hence, the need for situational leadership. A second scenario is related directly to constant rotation of military personnel. To achieve a high level of productivity quickly, CGOs resort to the use of situational leadership. These two scenarios often lead to difficulties and inconsistencies in managing personnel.

The main problem comes with the realization that an officer's subordinates during peacetime are often the same during a combat situation. Many questions surface on how to handle this situation. If input by subordinates is allowed on every decision relating to daily business, will the personnel expect the same consideration in the field? If criticism is allowed in the working climate, will this also carry on to the field? In the same breath, an officer must trust and have the trust of subordinates. How does the AF train its officers to manage and lead these people as well as ensuring their safety and morale in both wartime and peacetime climate? The answer lies in the commissioning sources of its officers.

The Air Force commissions its officers through three different sources. Each source determines its own curriculum guidelines. In order to develop the best type of training program, the individual curriculum guidelines must be reviewed in order to

discover what is currently being taught to new officers. In addition, a survey of CGOs provides a necessary baseline for the current climate of the workplace. Working with this information, the use of practical case studies along with general information will provide an officer with new tools to answer those hard questions concerning issues in dealing with personnel.

D. Significance of the Study

The training course developed in this study is just a small step toward instituting real change in the AF. By focusing on training CGOs at the squadron level, a domino effect can occur throughout an organization and base. This all depends of the success each officer has in implementing the management techniques. It is paramount that an officer leaves the training with a sense that these techniques can be used in every day applications. Coming back for a follow-up meeting will help focus their efforts in convincing senior leadership of the merits of the techniques. Upper management support is more easily obtained by providing specific examples of improvement within the squadron. This support is critical in the continuance of the newly established techniques (Kerzner, 1998). Improvements in morale and retainability made possible by the training program will not go unnoticed in the base. More commanders will request their own officers receive the training. In addition, with the mobility of officers in the AF, the newly discovered knowledge will follow them wherever they are assigned.

By utilizing the new techniques, an officer might also experience a boost in performance reports. Having the trust and support of subordinates leads to a more productive work unit. In turn, promotion recommendations are made easier for high

performing individuals, especially those who achieve good results through teamwork and not just by stepping on the backs of people. As the officers climb the promotion ladder, this type of knowledge will go with them. Hopefully, as these individuals replace the senior leadership, training in the behavior school will become standard throughout the AF.

E. Summary

In conducting daily business, officers need to realize their management style effects both the performance and morale of their subordinates. By using a situational leadership approach for every problem, an officer is missing out on the real potential of people. For the most part, today's soldiers understand the need to change when in a wartime environment. Although they may be more educated and have a better understanding of what is going on around them, subordinates know when to accept without question an order by a superior. With mutual respect and trust, an officer may find that consulting with personnel regardless of the climate results in a greater efficiency of effort. Along the same line, understanding what motivates a person to work harder and smarter can also result in retaining the people who have the knowledge necessary to equip the AF with the tools and techniques to meet the challenges of the 21st century.

As the AF evolves into an even smaller technical force, the ability of its leaders to lead and manage all of the resources will profoundly effect the effectiveness of the military to respond to new threats around the globe. Can all of this be achieved by utilizing the techniques presented in this project? The answer is not completely. But,

each step taken in the right direction will further bring the AF on the right path of conducting business, for both war and peace times.

Chapter II

REVIEW OF THE LITERATURE

A. Introduction

The tools to develop the training course presented in this project come from a variety of sources. The guidelines for selection of these sources are directly related to the core curriculum requirements of a Master of Science degree in Engineering at the University of Alabama in Huntsville under the Engineering Management program. Basic understanding of the principles of the Behavior School serves as the heart of the CGO short course in management. Relying heavily on class material and textbooks allows for a more focused look of the management material. The primary goal of the training course is not to make experts of the participants, but to provide the participants the knowledge needed to realize the potential for following the course's recommendations.

Other material used in the creation of the short course relates directly to the establishment of a baseline of current management techniques used by the CGOs. This information was also gathered from a variety of sources, the bulk of it coming directly from the institutions responsible for training the AF's new leaders. This information is constantly changing as the AF goes through its cycles of changing leaders. Each new leader brings new views on what is important to a young officer's training. Even as material was gathered for this course, the AF was in the midst of yet another change to its

core curriculum. For the background purpose of this course, the changes were not considered relevant.

B. The Behavioral School

There are generally two classrooms considered within this school of thought. The first, the human behavior school, emphasizes the interpersonal relationship between individuals and their work. (3) In the development of the short-course, four authors in this field are used to make specific points regarding management techniques. Abraham Maslow, Douglas McGregor, Fredrick Herzberg, and David McClelland each contribute to the understanding of human behavior as it relates to proper management. The second classroom of thought belongs to the social system school. The teachings of Rensis Likert are called upon to provide insight for the short-course.

1. Abraham Maslow

In 1943, Maslow published his paper on his new theory of motivation (Maslow, 1943). More than just a theory of motivation, the paper outlines a theory of human nature. In contrast to the prevailing modes of psychological thought, Maslow presented a highly optimistic view of the human personality. Maslow's self actualizing person did not need to be coerced or seduced to work. Self-actualizing persons naturally sought out opportunities for constructive self-expression if they were provided a work environment that did not unnaturally impede their inherent tendencies.

Maslow's theory centers around five sets of goals, or basic needs. They can be described as physiological, safety, love, esteem, and self-actualization. Motivation also comes from the desire to achieve the various conditions upon which these basic satisfactions rest. These goals are related to each other through a hierarchy of importance as illustrated by Figure 2.1. Physiological being the most basic and self-actualization the loftiest. In application, the most basic goal will monopolize consciousness and the actions of the organism until satisfied. The less important needs are minimized, forgotten or even denied. Only when a

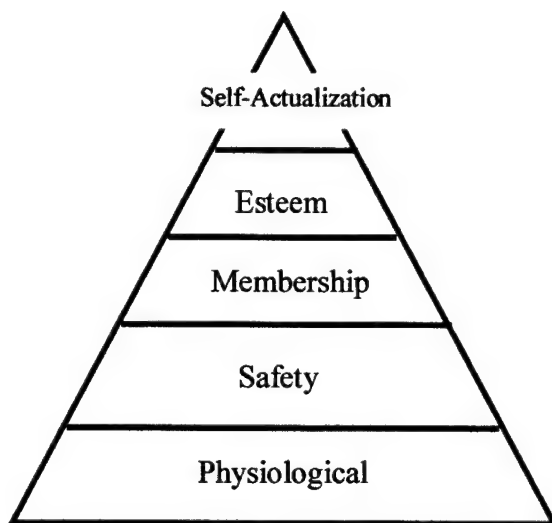


Figure 2.1 Maslow's Hierarchy

need is fairly well satisfied will the next higher need emerge to dominate and motivate the actions of the individual. A central point to this theory is that gratified needs do not act as motivators to the individual. Human nature makes it difficult to establish a fine line between each one of the goals. In practice, percentages of satisfaction are often used to determine the

level at which an individual operates. It is more important to understand the role that each need plays in determining a person's motivation.

2. Douglas McGregor

In 1957, McGregor developed his own concept based on Maslow's theory of motivation (McGregor, 1957). His concept is popularly known as "Theory X

and Theory Y". McGregor argues that a theory of management and organization must reflect and be consistent with basic human assumptions about human nature.

The principles of Theory X can be stated broadly in terms of three propositions:

1. Management is responsible for organizing the elements of productive enterprise such as money, materials, equipment, and people in the interest of economic needs.
 2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, and modifying their behavior to fit the needs of the organization.
 3. Without this active intervention by management, people would be passive and even resistant to organizational needs. They must therefore be persuaded, rewarded, punished, controlled. Management's task is to direct their actions.
- In summary, management consists of getting things done through other people by whatever force necessary.

Behind this conventional theory there are several additional beliefs which are less explicated but widespread.

4. The average man is by nature indolent. He works as little as possible.
5. He lacks ambition, dislikes responsibility and prefers to be led.
6. He is inherently self-centered and indifferent to organizational needs.
7. He is by nature resistant to change.
8. He is gullible, not very bright, and the ready dupe of the charlatan and the demagogue.

The human side of economic enterprise today is fashioned from propositions and beliefs such as these. Conventional organization structures and managerial policies, practices, and programs reflect these assumptions. The manager who accepts Theory X assumptions normally exercises authoritarian-type control over workers and allows little participation during decision making (Kerzner, 1998). Employees who have been managed with Theory X assumptions generally favor a lack of responsibility, especially in decision making.

If a more optimistic view of humanity is realistic, a more humanistic managerial strategy, Theory Y, must be followed (McGregor, 1957). Theory Y assumes that:

1. Management is responsible for organizing the elements of a productive enterprise, money, materials, equipment and people in the interest of economic ends.
2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations.
3. The motivation, the potential for development, the capacity for assuming responsibility, and the readiness to direct human behavior toward organizational goals are all present in people. Management does not put them there. It is a responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.

4. The essential task of management is to arrange organizational conditions and methods so that people can achieve their own goals best by directing their own efforts toward organization objectives.

Theory Y further assumes (Kerzner, 1998):

5. The average worker wants to be active and finds the physical and mental effort on the job satisfying.
6. Greatest results come from willing participation, which will tend to produce self-direction toward goals without coercion and control.
7. The average worker seeks opportunity for personal improvement and self-respect.

This is a process primarily of creating opportunities, releasing potential, removing obstacles and providing guidance. The manager who accepts Theory Y assumptions normally advocates participation and a more balanced management-employee relationship.

3. Fredrick Herzberg

In 1959, Herzberg published a controversial theory behind motivation (Herzberg, 1968). Later renamed Herzberg's Two Factor Theory, this new look at motivation divided factors affecting work into two categories. The two categories directly relate to the two different needs of man. One set of needs stems from the animal nature of man. Man has a built-in drive to avoid pain from the environment. Basic biological needs conditions and drives man to satisfy these needs. As an example, hunger, a basic biological need, makes it necessary to earn

money; thereby, making money a specific drive to satisfy a need. In the job setting these needs stem from the environmental surrounding the job or job contextual factors. The other set of needs relates to the ability to achieve and experience psychological growth. The stimuli for psychological needs are tasks that induce growth. In the workplace, these stimuli come from a person's job content. Herzberg labeled these two categories of basic human needs as hygienes, job contextual factors, and motivators, job content factors.

Hygiene factors that are extrinsic to the job include company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security. Motivator factors that are intrinsic to the job are achievement, recognition for achievement, the work itself, responsibility, and growth or advancement. Understanding motivation comes from utilizing these factors in specific ways. Hygienes alone are not motivators. Negative experiences with hygienes produce dissatisfaction, which in this case is not the opposite of satisfaction. Improvements in hygiene factors only bring individuals to neutral. In order to motivate individuals, hygienes should first be addressed to acceptable levels. The goal is to remove as much of the dissatisfaction as possible, while realizing that this does nothing for motivation.

After hygienes have been addressed, motivator factors can be used to bring about job satisfaction and lead to a more motivated individual. Small disagreements in hygiene factors can easily be overcome or their importance diminished by offering emphasis on motivating factors. For example, an

individual might not be as concerned with lower than average pay if the job itself gives him daily satisfaction.

4. David McClelland

McClelland's work on achievement motivation contrasts with the process approaches in that it represents a contemporary content theory of motivation (McClelland, 1966). Since motivation is an important topic for a manager, an effective manager must be aware of both the content and process aspects of motivation. In plain English, the manager must understand both what motivates people and whether this motivation works or does not work. McClelland gained insight to these principles by studying a plant shutdown in Erie, Pennsylvania.

The study involved the observation of the behavior of 450 employees who were laid off. Most of the unemployed stayed home for a while and then checked back with the United States Employment Service to see if their old jobs were available. A small minority of them behaved differently. The day they were laid off, they started job hunting. They actively sought employment through their union, their church, and various fraternal organizations. They looked into training courses to learn a new skill and even left town to look for work. The majority of the laid-off workers indicated they would, under no circumstances, move away from Erie to obtain a job. It was obvious the members of the minority were motivated by different reasons. All of them needed work, money, food, shelter, and job security. Yet only a minority showed initiative and enterprise in finding what they needed. A group of personality characteristics were identified to

explain this behavior. These characteristics became known as "Motive A". They included:

- a. Persons who set challenging goals for themselves.
- b. Persons who do not allow fate to control their lives, preferring to work out a problem rather than leave the outcome to chance or to others.
- c. Persons with a strong preference to work situations in which they receive concrete feedback on how well they are doing.

People who behave in this manner spend their time thinking about doing things better. McClelland named these people *n* Ach (need for achievement). Those people who choose not to pursue other opportunities and were content waiting for their old jobs were labeled *n* Aff (need for affiliation). People who behave in an *n* Ach manner tend to choose experts over friends when given a choice of selecting a working partner, while people behaving as *n* Aff would choose friends over experts. A third group was also identified in the study. These people have a strong need for power and want to command attention, get recognition, and control others. They are more active in political life and tend to busy themselves primarily with controlling the channels of communication both up and down to the people so that they are more "in charge." McClelland labeled these people as *n* Pow (need for power). A distinction between the need for power and the need for achievement lies in the fact that persons with high *n* Pow are not as concerned with improving their work performance daily as those with high *n* Ach.

Understanding the characteristics of these three individual groups allows specific techniques to be employed that optimize and motivate the work environment. McClelland identified four main goals to foster *n* Achs in the workplace. The first goal is to teach participants how to think, talk and act like a person with high *n* Ach. The next goal is to stimulate individuals to set higher but carefully planned and realistic goals. The third goal gives participants knowledge about themselves through group interaction and discussion. The last goal is to create a group *esprit de corps* through learning about each other's hopes and fears, failures and successes, and from going through an emotional experience together.

5. Rensis Likert

In 1961, Likert published an extensive review of years of investigation of job satisfaction and productivity at the University of Michigan (Likert, 1961).

Likert felt that a "new pattern" was apparent in the findings. A pattern of supervision that was more people-oriented and humane, and which emphasized democracy, participation and supportiveness in its leadership style. Likert concluded that such a style would create both higher productivity and higher job satisfaction. Based on these principles and guidelines, two groups were identified, high-producing managers and low-producing managers. High-producing managers tend to display the following characteristics:

- a. A preponderance of favorable attitudes on the part of each member of the organization toward all the other members, toward superiors, toward the work,

toward the organization, and toward all other aspects of the job. These attitudes toward others reflect a high level of mutual trust and confidence throughout the organization.

- b. This highly motivated, cooperative orientation toward the organization and its objectives is achieved by harnessing all the major motivational forces.
- The ego motives. These are referred to as the desire to achieve and maintain a sense of personal worth and importance.
 - The security motives. Desire to maintain a self-imposed comfort zone.
 - Curiosity, creativity, and the desire for new experiences.

By tapping all the motives, which yield favorable and cooperative attitudes, maximum motivation oriented toward realizing the organization's goals as well as the needs of each member is achieved.

- c. The organization consists of a tightly knit, effectively functioning social system. Participation is used to establish organizational objectives, which are an integration of the needs and desires of all members of the organization.
- d. Measurements of organizational performance are used primarily for self-guidance rather than superimposed control.

Low-producing managers feel the way to motivate and direct behavior is to exercise control through authority. Jobs are organized, methods are prescribed, standards are set, and performance goals and standards are established.

Compliance with them is sought through the use of hierarchical and economic pressure.

Chapter III

METHODOLOGY

A. Population and Sample

One of the principle features of the short course is the audience it targets.

Currently the AF employs 73,775 officers (USAFPC, 1998). Figure 3.1 breaks this number down by grade and by percentage of CGOs, lieutenants and captains, and Field Grade Officers (FGOs), Majors, Lt. Colonels, and Colonels. As mentioned previously, the CGOs are the young leaders of the AF. Comprising 58 percent of the active force, they are in a unique place to initiate the change required to bring the AF forward in its management approaches. In establishing the baseline of current management techniques used by CGOs, the sample data came from various locations throughout the world.

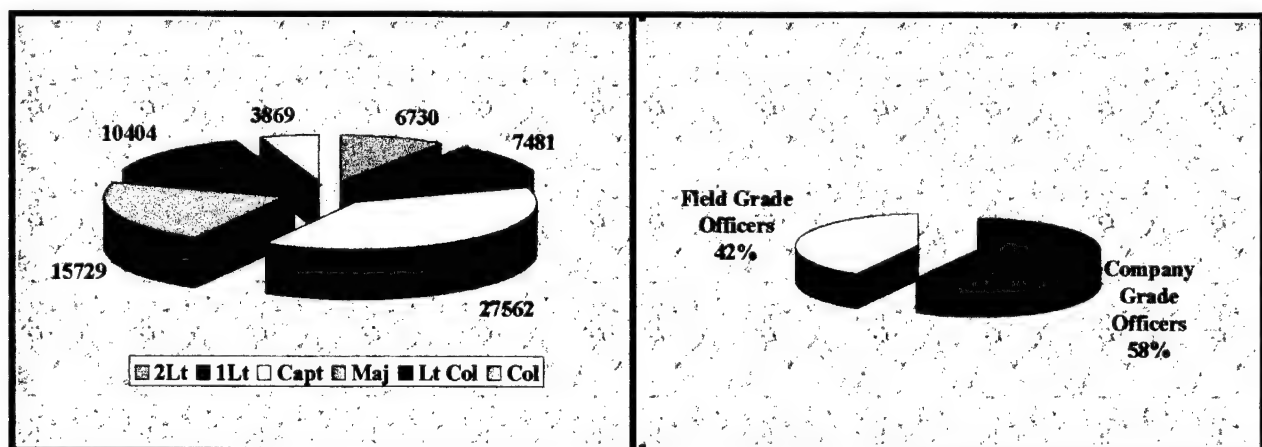


Figure 3.1 Officer Manning and Percentages as of April 1998

In order to determine the number of surveys required for an accurate representation of the CGOs, information was gathered concerning the percentages of graduates from the AF's three commissioning sources, the United States Air Force Academy (USAFA), the Reserve Officer Training Corps (ROTC), and the Officer Training School (OTS). Figure 3.2 breaks the numbers down for the class of 1998. In addition to the numbers, information on three institutions was needed to provide insight to the individual curriculum and graduation requirements of these three commissioning sources.

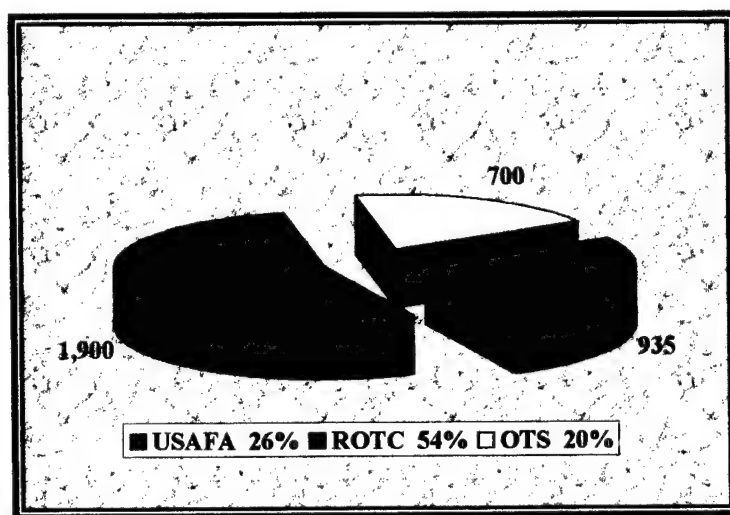


Figure 3.2 Number of 1998 Graduates

In 1948 a board of leading civilian and military educators was appointed to plan the curriculum for an academy that would meet the needs of the newly established Air Force (USAFA, 1998). After several years of planning the first class of the USAFA entered the facility in July 1955. The USAFA's four-year program of instruction and experience exposes cadets to a balanced curriculum that provides a general and

professional foundation essential to a career AF officer. The core curriculum includes science, engineering, social sciences, and humanities. Cadets take additional elective courses to complete requirements for one of 25 major areas of study. About 60 percent of the cadets complete majors in science and engineering, while the other 40 percent graduate in the social sciences and humanities.

ROTC is the largest and oldest source of commissioning in the military (USAFROTC, 1998). It was established with the passage of the National Defense Act of 1916. Currently ROTC units are located on more than 144 college and university campuses. More than 750 additional schools offer the program under cross-town agreements that allow their students to attend ROTC classes at an area host school. Students enroll in ROTC classes at the same time and in the same manner as for other college courses. Upon successful completion of all courses and a summer training course before their junior year, cadets receive their commission in the AF.

The last source of commissioning is through OTS (USAU, 1998). A baccalaureate degree and a minimum score on an AF entry examination are required entry into this program. This basic officer-training course is an intensive 13-and-a-half week program that prepares officer candidates for the technical, physical, and professional requirements of commissioned service. Historically, the percentage from OTS as well as the USAFA and ROTC has not remained the same. The AF has fluctuated the number of graduates from both the Reserve Officer Training Corps (ROTC) and the Officer Training School (OTS) to meet manning requirements.

B. Procedures

The first step in the process was to modify Likert's survey instrument. Likert designed a survey to provide details on the climate of the organization. By redirecting the questions, information on individual management styles and philosophies was gathered for the development of the short-course. This information is referenced after each management theory is presented in the short course; thereby, aiding in the discussion of the relevance of the material. In order to ensure a random sampling of CGOs from various career fields and commissioning sources, two large bases were targeted for distribution of the survey via the Internet. Each of these bases has a CGO Council. The councils provide a forum for CGOs to meet and discuss job-related matters. In addition, the CGO Council maintains a list of all the CGOs on the base. The CGO Council presidents were contacted and ask to distribute the survey to all of their members via the base's Local Area Network. Responses where transmitted back via the Internet.

While the survey was being conducted, curriculum data was gathered from each of the commissioning sources. Administrators and educators form each source were contacted to provide the necessary information. The survey was then evaluated for use in preparing the short course's case studies.

Once the final draft of the short-course was developed, the material was electronically sent to a number of CGOs for a final evaluation. Detailed instructions and an evaluation form were also sent with the material. The evaluations were then studied to determine the effectiveness of the course and to determine if any changes were needed. Once the changes were incorporated into the course, final recommendations for

distribution of the material at a squadron level were made to the AF Institute of Technology, at Wright-Patterson AFB, Ohio.

C. Instrumentation

The survey instrument, Figure 3.3, was based on Likert's Profile of Organization Characteristics. The survey was modified in order to evaluate the respondent's individual leadership process and underlying motives used in management. The headings for the four columns, "Exploitive Authoritative," "Benevolent Authoritative," "Consultative," and "Participative Group," were purposely omitted. (Likert, 1967) It is possible that some respondents react to these headings and answer in terms of them, rather than responding to the content of each item in the body of the table. In addition the content of the alternatives presented did not display the same relationship from left to right. This might lead some respondents to develop a general orientation and cause answers to be scored at about the same point from left to right on each item in the survey. The survey was limited to one-page and six questions in order to secure as many responses as possible. The AF continually surveys its members. A long survey would not be as receptive to the target audience chosen.

D. Data Analysis

The first step in understanding and evaluating the survey was to analyze the information on the curriculum used by each commissioning source. Specifically, the curriculum was dissected to determine the different management techniques to which the CGOs were exposed. The highest exposure occurred in the AFA. Each cadet is

Management Survey

Note: The purpose of this survey is to establish a baseline of current management styles used in the United States Air Force. The information is to be used solely for the development of a training course for teaching the latest management techniques. Please answer all questions to the best of your ability.

Instructions: On the lines below each organizational variable, please place a "X" at the point, which, in your experience, describes you at the present time. Treat each item as a continuous variable from the extreme at one end to that at the other.

Indicate commissioning Source:	AF Academy	Officer Training School	R.O.T.C
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Leadership Process Used				
Extent to which you have confidence and trust in subordinates	Have no confidence and trust in subordinates	Have condescending confidence and trust, such as master has in servants	Substantial but not complete confidence and trust; still wish to keep control of decisions	Complete confidence and trust in all matters
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Extent to which subordinates, in turn, have confidence and trust in you	Have no confidence and trust in subordinates	Have subservient confidence and trust, such as servant to master	Substantial but not complete confidence and trust	Complete confidence and trust
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Extent to which you display supportive behavior toward others	Display no supportive behavior or virtually none	Display supportive behavior in condescending manner and situations only	Display supportive behavior quite generally	Display supportive behavior fully and in all situations
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Extent to which you behave so that subordinates feel free to discuss important things about their jobs	Subordinates feel completely free to discuss things about their job	Subordinates feel rather free to discuss things about the job	Subordinates do not feel very free to discuss things about the job	Subordinates do not feel free at all to discuss things about the job
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Extent to which you in solving job problems generally try to get subordinates' ideas and opinions and make constructive use of them	Always get ideas and opinions and always tries to make constructive use of them	Usually gets ideas and opinions and usually tries to make constructive use of them	Sometimes gets ideas and opinions of subordinates in solving job problems	Seldom gets ideas and opinions of subordinates in solving job problems
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Character of Motivational Forces				
Underlying motives tapped: What do you feel is the best way to motivate subordinates	Physical security, economic needs, and some use of the desire for status	Economic needs and moderate use of ego motives, e.g., desire for status, affiliation, and achievement	Economic needs and considerable use of ego and other major motives, e.g., desire for new experiences	Full use of economic, ego, and other major motives, e.g., motivational forces arising from group goals
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

(Note: Survey based on Likert Survey Questionnaire; Source: Rensis Likert, *The Human Organization; Its Management and Value*.)

Figure 3.3 Air Force Management Survey

required to take a basic management course, Management 210 (USAFA, 1997). The course is organized around eight themes; Introduction to modeling, decision making, project management, influencing, finance, strategy, information technology, and organizational change. Although the course does contain material on the behavior school of management, the instructors choose to concentrate more on the situational leadership techniques (USAFA, 1995). However, if the cadets pursue a degree in management, the curriculum includes two additional courses designed specifically to teach aspects of the human behavior school.

The current ROTC curriculum offers even less exposure to the human behavior school. During the cadet's junior year, the curriculum includes material containing information dealing with situational leadership (USAFROTC, 1997). Motivational theories are also discussed, but specific relations to human behavior authors are not addressed. The curriculum for 1999 does include detailed discussions on the human behavior school (USAFROTC, 1997). This fact only increases the probability that the techniques presented in the short-course will become adopted as standard procedure in the AF.

Officers receiving their commissions through OTS are in an entirely different situation. The 13-week course allows little time to introduce new management techniques. Most of the OTS curriculum focuses on preparing the cadet for life in the AF. Leadership seminars are given, but once again, they center on situational leadership. This past year, the ROTC and OTS programs merged into one entity. With this merger comes the capability for the OTS instructors to utilize the new curriculum standards for the ROTC class of 1999. However, there just is not enough time to teach the theories in

any detail. Providing officer candidates with the information from this short-course is one way to ensure exposure to these much needed leadership techniques.

With the curriculum established, the survey information was broken down and analyzed by the source of commission. The percentage of respondents from each source closely matched the actual percentage of officers shown in Figure 3.3. Individual scores are recorded beginning with the AFA in Table 3.1, continuing with the ROTC and OTS in Tables 3.2 and 3.3, and finally the combined scores are shown in Table 3.4. Table 3.5 takes this data and displays the means for both the individual and combined populations. The means were determined through the use of the standard statistical formula and by assuming that System 1 covers the range from 0.0 to 1.0, System 2 covers 1.01 to 2.0, System 3 covers 2.01 to 3.0, and System 4 covers 3.01 to 4.0.

For the first three questions dealing with trust and supportive behaviors, the responses fell between Likert's System 3 and System 4 styles of management. The averages were 2.98, 3.09, and 3.14 respectively. These high marks are not unexpected. It is only human nature to respond high when questions pertaining to the treatment, trust, and support of subordinates are asked. If a similar survey were conducted on the subordinates of the respondents, the results would likely reveal lower scores. The differences are not relevant in this short-course. The questions merely provide a stepping stone for the respondents to begin thinking about how they treat subordinates.

The next two questions yielded an interesting result. The data actually indicated two different modes. The majority responded between Likert's System 3 and 4, however 13 percent of the respondents' felt they belonged in Likert's System 1. Many different factors might account for this difference. The first might be the result of the number of

Table 3.1 Management Survey Results for the Air Force Academy

Number of Responses: 23																						
<i>Leadership Process Used</i>																						
Extent to which you have confidence and trust in subordinates	Have no confidence and trust in subordinates					Have condescending confidence and trust, such as master has in servants					Substantial but not complete confidence and trust; still wish to keep control of decisions					Complete confidence and trust in all matters						
												1	3	4	2	8	2	2			1	
Extent to which subordinates, in turn, have confidence and trust in you	Have no confidence and trust in subordinates					Have subservient confidence and trust, such as servant to master					Substantial but not complete confidence and trust					Complete confidence and trust						
													2	4	3	5	4	4			1	
Extent to which you display supportive behavior toward others	Display no supportive behavior or virtually none					Display supportive behavior in condescending manner and situations only					Display supportive behavior quite generally					Display supportive behavior fully and in all situations						
													3	2	3	2	4	6			2	
Extent to which you behave so that subordinates feel free to discuss important things about their jobs	Subordinates feel completely free to discuss things about their job					Subordinates feel rather free to discuss things about the job					Subordinates do not feel very free to discuss things about the job					Subordinates do not feel free at all to discuss things about the job						
	2	3	5	1	5	2	2										1	1			1	
Extent to which you in solving job problems generally try to get subordinates' ideas and opinions and make constructive use of them	Always get ideas and opinions and always tries to make constructive use of them					Usually gets ideas and opinions and usually tries to make constructive use of them					Sometimes gets ideas and opinions of subordinates in solving job problems					Seldom gets ideas and opinions of subordinates in solving job problems						
	1	1	2	1	5	7	3										2			1		
<i>Character of Motivational Forces</i>																						
Underlying motives tapped: What do you feel is the best way to motivate subordinates	Physical security, economic needs, and some use of the desire for status					Economic needs and moderate use of ego motives, e.g., desire for status, affiliation, and achievement					Economic needs and considerable use of ego and other major motives, e.g., desire for new experiences					Full use of economic, ego, and other major motives, e.g., motivational forces arising from group goals						
	1				1		2	2	1		1	2	4	2	1	1	1	3			1	

Table 3.2 Management Survey Results for the Reserve Officer Training Corps

Number of Responses: 45																								
Leadership Process Used																								
Extent to which you have confidence and trust in subordinates	Have no confidence and trust in subordinates					Have condescending confidence and trust, such as master has in servants					Substantial but not complete confidence and trust; still wish to keep control of decisions					Complete confidence and trust in all matters								
												2	7	7	6	12	7	3	1					
Extent to which subordinates, in turn, have confidence and trust in you	Have no confidence and trust in subordinates					Have subservient confidence and trust, such as servant to master					Substantial but not complete confidence and trust					Complete confidence and trust								
												1	1	10	5	4	15	1	5	1	2			
Extent to which you display supportive behavior toward others	Display no supportive behavior or virtually none					Display supportive behavior in condescending manner and situations only					Display supportive behavior quite generally					Display supportive behavior fully and in all situations								
								1				3	4	3	17	4	6	4			3			
Extent to which you behave so that subordinates feel free to discuss important things about their jobs	Subordinates feel completely free to discuss things about their job					Subordinates feel rather free to discuss things about the job					Subordinates do not feel very free to discuss things about the job					Subordinates do not feel free at all to discuss things about the job								
	1	3	7	4	7	9	4	4								1	2	1	2					
Extent to which you in solving job problems generally try to get subordinates' ideas and opinions and make constructive use of them	Always get ideas and opinions and always tries to make constructive use of them					Usually gets ideas and opinions and usually tries to make constructive use of them					Sometimes gets ideas and opinions of subordinates in solving job problems					Seldom gets ideas and opinions of subordinates in solving job problems								
	2	4	6	3	8	10	3	3		1								2	2	1				
Character of Motivational Forces																								
Underlying motives tapped: What do you feel is the best way to motivate subordinates	Physical security, economic needs, and some use of the desire for status					Economic needs and moderate use of ego motives, e.g., desire for status, affiliation, and achievement					Economic needs and considerable use of ego and other major motives, e.g., desire for new experiences					Full use of economic, ego, and other major motives, e.g., motivational forces arising from group goals								
								1	2	4	2	3	10	3	3	10	4	2			1			

Table 3.3 Management Survey Results for the Officer Training School

Number of Responses: 28																								
Leadership Process Used																								
Extent to which you have confidence and trust in subordinates	Have no confidence and trust in subordinates					Have condescending confidence and trust, such as master has in servants					Substantial but not complete confidence and trust; still wish to keep control of decisions					Complete confidence and trust in all matters								
								1			1	2	4	4	6	4		5	1					
Extent to which subordinates, in turn, have confidence and trust in you	Have no confidence and trust in subordinates					Have subservient confidence and trust, such as servant to master					Substantial but not complete confidence and trust					Complete confidence and trust								
									1			2	5	3	5	4	1	6	1					
Extent to which you display supportive behavior toward others	Display no supportive behavior or virtually none					Display supportive behavior in condescending manner and situations only					Display supportive behavior quite generally					Display supportive behavior fully and in all situations								
											1		3	3	7	4	2	7	1					
Extent to which you behave so that subordinates feel free to discuss important things about their jobs	Subordinates feel completely free to discuss things about their job					Subordinates feel rather free to discuss things about the job					Subordinates do not feel very free to discuss things about the job					Subordinates do not feel free at all to discuss things about the job								
	1	2	4	2	7	4	3	2									1	1	1					
Extent to which you in solving job problems generally try to get subordinates' ideas and opinions and make constructive use of them	Always get ideas and opinions and always tries to make constructive use of them					Usually gets ideas and opinions and usually tries to make constructive use of them					Sometimes gets ideas and opinions of subordinates in solving job problems					Seldom gets ideas and opinions of subordinates in solving job problems								
	2	2	5		5	5	4	3			1									1				
Character of Motivational Forces																								
Underlying motives tapped: What do you feel is the best way to motivate subordinates	Physical security, economic needs, and some use of the desire for status					Economic needs and moderate use of ego motives, e.g., desire for status, affiliation, and achievement					Economic needs and considerable use of ego and other major motives, e.g., desire for new experiences					Full use of economic, ego, and other major motives, e.g., motivational forces arising from group goals								
							2	2		1	1	1	4	3	1	3	3	5					2	

Table 3.4 Management Survey Combined Results for the AFA, OTS, & ROTC

Number of Responses: 96																								
Leadership Process Used																								
Extent to which you have confidence and trust in subordinates	Have no confidence and trust in subordinates					Have condescending confidence and trust, such as master has in servants					Substantial but not complete confidence and trust; still wish to keep control of decisions					Complete confidence and trust in all matters								
								1			1	5	14	15	14	24	9	10	2	1				
Extent to which subordinates, in turn, have confidence and trust in you	Have no confidence and trust in subordinates					Have subservient confidence and trust, such as servant to master					Substantial but not complete confidence and trust					Complete confidence and trust								
								1			1	3	17	12	12	24	6	15	2	3				
Extent to which you display supportive behavior toward others	Display no supportive behavior or virtually none					Display supportive behavior in condescending manner and situations only					Display supportive behavior quite generally					Display supportive behavior fully and in all situations								
								1			1	3	11	8	27	10	12	17	1	5				
Extent to which you behave so that subordinates feel free to discuss important things about their jobs	Subordinates feel completely free to discuss things about their job					Subordinates feel rather free to discuss things about the job					Subordinates do not feel very free to discuss things about the job					Subordinates do not feel free at all to discuss things about the job								
	4	8	16	7	19	15	9	6								1	4	3	3	1				
Extent to which you in solving job problems generally try to get subordinates' ideas and opinions and make constructive use of them	Always get ideas and opinions and always tries to make constructive use of them					Usually gets ideas and opinions and usually tries to make constructive use of them					Sometimes gets ideas and opinions of subordinates in solving job problems					Seldom gets ideas and opinions of subordinates in solving job problems								
	5	7	13	4	18	22	10	6		1	1						2	2	4	1				
Character of Motivational Forces																								
Underlying motives tapped: What do you feel is the best way to motivate subordinates	Physical security, economic needs, and some use of the desire for status					Economic needs and moderate use of ego motives, e.g., desire for status, affiliation, and achievement					Economic needs and considerable use of ego and other major motives, e.g., desire for new experiences					Full use of economic, ego, and other major motives, e.g., motivational forces arising from group goals								
	1				1		4	5	3	5	4	6	18	8	5	14	8	10		4				

Table 3.5 Management Survey Averages

Color Codes for Table																				
Combined Score		AF Academy					Officer Training School					R.O.T.C								
Leadership Process Used	Exploitive Authoritative					Benevolent Authoritative					Consultative					Participative Group				
Score:	.1	.3	.5	.7	.9	1.1	1.3	1.5	1.7	1.9	2.1	2.3	2.5	2.7	2.9	3.1	3.3	3.5	3.7	3.9
Extent to which you have confidence and trust in subordinates																				
Extent to which subordinates, in turn, have confidence and trust in you																				
Extent to which you display supportive behavior toward others																				
Extent to which you behave so that subordinates feel free to discuss important things about their jobs																				
Extent to which you in solving job problems generally try to get subordinates' ideas and opinions and make constructive use of them																				
Character of Motivational Forces																				
Underlying motives tapped: What do you feel is the best way to motivate subordinates																				

CGOs that graduated from the AF Academy. New Second Lieutenants from the Academy have a very different view of the AF. For the past four years, they have done nothing but live, eat and breathe in a highly regulated AF climate. In addition, most of the cadets enter the Academy straight out of high school. They are taught from the first day that any upper classman outranks them and should not be questioned. Unlike most ROTC and OTS graduates, they have not experienced life outside this environment. In their first assignments, the AFA graduates might feel responsible to come up with solutions to problems without consulting their subordinates.

The second factor is also closely related to a tightly controlled environment. A number of ROTC graduates come from military schools such as Virginia Military Institute and the Citadel. These graduates are also exposed to a similar climate in which a cadet's place in the organization is based on an academic year. By lack of involvement in the decision making process, these CGOs are likely making a Theory X assumption of their subordinates. This point is highlighted in the training course.

The last question on motivation had the highest variance. The range of data included both the minimum and maximum score possible on the survey. The average of 2.35 put the respondents average low in System 3. With all the pressures of the AF, it is difficult to know how to motivate subordinates. As shown previously, most CGOs have not been taught the basic principles behind motivation and thus lack even the knowledge of what motivates people. The motivational theories of Maslow and Herzberg are included in the training course to address this issue.

This data provided a glimpse of the current climate operating within the AF as seen through the eyes of CGOs. However, as mentioned previously, the data is biased.

In order for formulate conclusions regarding the current organizational climate, the survey would need to be given to the entire population. Subordinates are more likely to score the CGOs lower. In summary, each group within the AF views the climate from a different perspective. Once again, it is not the purpose of the short-course to address these differences. The course is focused on the CGOs perspectives of their work climate.

Chapter IV

Training Course Construction

A. Introduction

The principle goal in constructing the training course was to develop a course that keeps the audience focused on the material while allowing for an open forum. Because the AF is a bureaucratic organization, basic ground rules had to be established to keep the course running smoothly. These basic ground rules can be summarized by the following:

- The purpose is not to critique the standard operating procedures.
- Every person takes something different from the material.
- Keep an open mind.
- Any small step is a step in the right direction.

Keeping people focused and involved is important in this type of training climate. First, the instructor should have everyone introduce themselves and have them describe what they do for the organization. First names should be used throughout the rest of the course. The course should involve many forms of media. For this course, PowerPoint is used as the primary media. Large note sheets and an easel are used for a second media. Handouts and questionnaires are the last form of media used in the course. The instructor should ensure that discussions do not stray too far off course. There are many issues that simply can not be answered in a short one-day course.

Keeping the participants on track does not mean stifling the discussions. Many of the techniques presented in the course are in contrast to how people interact with each other in their daily routines. The instructor should re-emphasize the ground rules of the course if the conversation becomes more of a complaint session rather than a training session. The instructor should provide refreshments throughout the entire course. Just as in Maslow's hierarchy of needs, physiological needs must be met before anything else. In addition, breaks should be taken every hour for a minimum of ten minutes. Finally, the room should be configured to allow participants to come together for group discussions. A room with one big conference table is not the ideal for this type of training.

As previously stated, it is important that the instructor keep the group actively participating throughout the presentation. To accomplish this interaction, the instructor must be able to discuss the issues affecting the group. An outside consultant would not be as effective in discussing the use of the techniques in situations unique to the organization.

Ideally, the course material should be incorporated into a training course in management sponsored by the AF Institute of Technology in Wright-Patterson AFB, Ohio. Each group within the Air Force would then be required to send a member for training in conducting the short-course. This annual course would be responsible for providing the required knowledge necessary for instructors to apply and modify the material to meet the needs of their individual groups. Centralizing the training of instructors should also ensure continuity of the short-course and allow for a collection point for suggestions and comments regarding the training course.

B. Course Materials

Appendix A contains the information to be presented during the short course. As stated previously, the majority of the training information is presented using Microsoft's PowerPoint. If a computer projection system is not available, the slides can be printed for use with a conventional overhead projector. Appendix B contains notes on all the material providing key points and discussion topics not covered on the slides. Most of the material presented on the large notebook media should be preprinted to conserve time. Each page of the notebook material should be taped to the walls to allow the participants references when completing the case studies.

Once the case studies are complete, the participants should complete a course questionnaire. The questionnaires should be analyzed in order to make any necessary changes to the course materials. All the participants should be given a copy of the notes for future reference. The last step in this training course is a one-hour meeting at least 30 days after completion of the course. At this time each participant will be asked to share any benefits gained by taking the course. The participants should be notified a week in advance so they can gather any notes or reference materials regarding these benefits. The squadron commander should also be invited to this meeting. Discussions regarding the newly learned management techniques should serve to stimulate the participants by exposing the unique ways in which techniques were adapted to fit a participant's situation. In addition, sharing positive experiences might cause the commander to recommend the course to other squadron commanders on the base.

Chapter V

COURSE EVALUATION

A. Introduction

There were two main objectives in having CGOs evaluate the short-course before it is actually presented. First, the participants have to be able to take the material and put it to practical use in conducting their daily business. The evaluation was designed to identify any points that are not clearly stated or not easily related to the AF climate. These points can be modified to better explain their purpose and intent. Second, the initial evaluation serves as the baseline for indicating improvement in the modified short-course. Subsequent evaluations should be compared with the historical data to judge the effectiveness of the material.

B. Instrumentation and Procedure

Because the course's case studies are designed around management within the civil engineering squadron of the AF, only CGOs within this organization were asked to evaluate the short-course using the initial evaluation shown by Table 5.1. The CGOs selected for the evaluation were sent a copy of the slides with the notes attached via the Internet. Detailed instructions were also provided to ensure the CGOs understood the purpose behind the course.

Table 5.1 Initial Evaluation Form

Short-course in Management Initial Evaluation Form										
Instructions: Rate the following by placing an X in the appropriate box next to the question.	Ratings 1-poor 10-excellent									
	1	2	3	4	5	6	7	8	9	10
1. Your overall education level in the field of Management.										
2. Effectiveness of situational leadership in daily operations.										
3. Practical use of Behavioral School of Management Thought in daily operations.										
4. Ability of AF climate to adopt the principles of the Behavioral School of Management Thought.										
5. Overall effectiveness of the short-course in presenting new management concepts.										
6. Additional comments on the content or presentation of the short-course.										

A second evaluation form for the presentation of the course was also prepared. The form, Table 5.2, is a modified version of the initial evaluation form. The new form contains questions relating to the presentation techniques used by the instructor. It also asks the participants to rate the effectiveness of the instructor. This form is collected within a week after the short-course is presented.

C. Data Analysis

The results of the initial survey are shown in Table 5.3. Of the four respondents, only one indicated a high mark on the question regarding the level of management. However, the other three scores ranging from 5 to 7 indicate an average education level in this field. The effectiveness of situational leadership was scored between 7 and 9. These results further reflect the emphasis on the type of training AF members receive throughout their careers. The scores for the practical use of behavioral school of management thought ranged from 6 to 9. The higher than average scores indicate the short-course could provide real benefits to the participants.

The highest variability in the evaluation was associated to the question on the ability of the AF climate to adopt the principles of the behavioral school of management thought. The respondents were split with scores of 4 and 5 compared with two scores of 8. When questioned on a follow-up interview, the respondents who scored low cited the senior leadership as the main source of concern in implementing the behavioral school principles.

The final question on the survey dealing with the effectiveness of the short-course in presenting new management concepts scored high with one 7, two 9s and one 10.

Table 5.2 Course Evaluation Form

Short-course in Management Evaluation Form										
Instructions: Rate the following by placing an X in the appropriate box next to the question.	Ratings 1-poor 10-excellent									
	1	2	3	4	5	6	7	8	9	10
1. Your overall education level in the field of Management.										
2. Effectiveness of situational leadership in daily operations.										
3. Practical use of Behavioral School of Management Thought in daily operations.										
4. Ability of AF climate to adopt the principles of the Behavioral School of Management Thought.										
5. Effectiveness of the case studies in emphasizing management techniques.										
6. Effectiveness of the presentation. (Did it keep your interest)										
7. Effectiveness of the instructor. (Ability to explain and discuss material)										
8. Overall effectiveness of the short-course in relating new management issues and techniques to your job.										
9. Additional comments on the content or presentation of the short-course. (Very Important)										

Table 5.3 Results of Initial Evaluation

Short-course in Management Initial Evaluation Form										
Instructions: Rate the following by placing an X in the appropriate box next to the question.	Ratings 1-poor 10-excellent									
	1	2	3	4	5	6	7	8	9	10
7. Your overall education level in the field of Management.					1	1	1		1	
8. Effectiveness of situational leadership in daily operations.							1	1	2	
9. Practical use of Behavioral School of Management Thought in daily operations.						1	1	1	1	
10. Ability of AF climate to adopt the principles of the Behavioral School of Management Thought.				1	1			2		
11. Overall effectiveness of the short-course in presenting new management concepts.							1		2	1
12. Additional comments on the content or presentation of the short-course.										

When questioned, all the respondents indicated that the course's built in structure allowing open discussion was the key element to the effectiveness of teaching new management concepts. One of the respondent's additional comments on the evaluation form summarized the overall effectiveness of the course; "The course had a lot of good information included. I believe the major benefit of this course is that it stimulates the minds of the CGOs to reevaluate the way they manage their troops. The open discussions provide insight into other management styles and may lead to CGOs adapting some new philosophies to make them more effective managers." Because of these positive evaluations, no changes in the short-course were required.

Chapter VI

Conclusions

This short-course in management was designed around three guiding principles. First, CGOs in today's AF lack management training in the Behavioral School of Management Thought. Second, CGOs can learn new management skills and techniques if the information is presented in a manner that allows open discussion in relation to real life scenarios. Finally, the training is just the first step in enacting change within the bureaucracy of the AF. The AF has the infrastructure to adopt and distribute this type of hands-on training throughout the entire service. With the similarities in working climates, the other branches of service can even use the same approach in teaching its young CGOs.

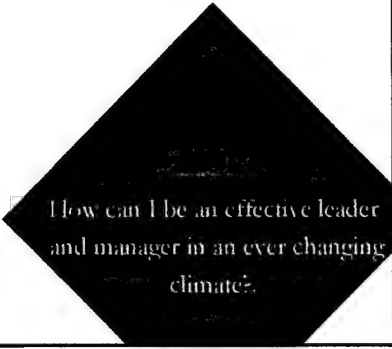
In summary, the theories based on the behavioral school provide the necessary tools to enact changes within a mechanistic organization. In order for the tools to be successful inside the AF structure, they must be modified to fit this complicated machine. The training course attempts this modification through teaching the techniques with overviews of the material followed by real life AF case studies. Discussion concerning these case studies becomes the primary focus behind educating CGOs in the human behavioral school. Without practical application, these tools will eventually rust and corrode with the passage of time. Hope for change relies on the proper use and maintenance of these critical implements.

APPENDICES

APPENDIX A

Training Course Material

Managing in Today's Air Force



How can I be an effective leader
and manager in an ever changing
climate?

Introduction

The Air Force has experienced dramatic changes in the past decade. Continual downsizing has led to the pervasive feeling that its members are expected to do more with less. More often than not, they are correct.

How can we meet this new requirement?

Introduction (cont'd)

By optimizing the Air Force's most valuable commodity, its people.

Purpose of this Short-Course

- Introduce the behavior school of management thought
- Apply these principles to every day situations
- Provide the tools necessary for implementation

Current Philosophies

- **Situational Leadership**
 - Every situation is different and more importantly every person is different.
- **The Military is an Unique Animal**
 - We can't afford to manage in the same manner as the civilian world.

Are these points justifiable?

Philosophies (cont'd)

The Answer is a Definite "YES"

- **Basic Ground Rules of the Course**

- The purpose is not to critique the standard operating procedures.
- Every person will take something different from the material.
- Keep an open mind.
- Any small step is a step in the right direction.

Let's Get Started

Overview

- **Management Survey & Results**
- **The Behavior School**
 - Abraham Maslow
 - Douglas McGregor
 - Fredrick Herzberg
 - David McClelland
 - Rensis Likert
- **Case Studies**
- **Conclusions**

- # **Overview**
- **Management Survey & Results**
 - **The Behavior School**
 - Abraham Maslow
 - Douglas McGregor
 - Fredrick Herzberg
 - David McClelland
 - Rensis Likert
 - **Case Studies**
 - **Conclusions**

[illegible]

Management Survey

Leadership Assessment	AF Leadership	Officer Training School	ROTC
Leadership Assessment			
Describe to which you have confidence and trust in the subordinate	Have no confidence and trust in subordinates	Have moderate confidence and trust, such as normal to most	Substantial trust and complete confidence and trust in all matters of importance
Describe to which subordinates, in turn, have confidence and trust in you	Have no confidence and trust in subordinates	Have moderate confidence and trust, such as normal to most	Substantial trust and complete confidence and trust in all matters of importance
Describe to which you display appropriate leadership personal style	Display no appropriate behavior or leadership style	Display appropriate behavior in an extraordinary manner	Display appropriate behavior in all situations
Describe to which you believe or that subordinates feel there is effective leadership about their job	Subordinates feel completely false in answer, things about their job	Subordinates feel false in answer, things about their job	Subordinates do not feel false in all situations, things about their job
Describe to which you believe or that subordinates personally try to get subordinates' best and maximum and make maximum use of them	Always get ideas and opinions and develop them to make maximum use of them	Usually get ideas and opinions and usually like to make maximum use of them	Sometimes get ideas and opinions of subordinates in making job decisions
Describe to which you believe or that subordinates make maximum use of them	Maximum use of them	Maximum use of them	Maximum use of them
Assessment of Subordinate's Behavior			
Describe to which you believe or that subordinates make maximum use of them	Physical strength, endurance, and maximum use of them	Maximum use of them	Maximum use of them
Describe to which you believe or that subordinates make maximum use of them	Maximum use of them	Maximum use of them	Maximum use of them
Describe to which you believe or that subordinates make maximum use of them	Maximum use of them	Maximum use of them	Maximum use of them

(Source: Survey based on United States Army/Officer Training School, The Reserve Officer's Leadership Assessment and Rating)

- How do you motivate your people?

[illegible]

The Behavior School

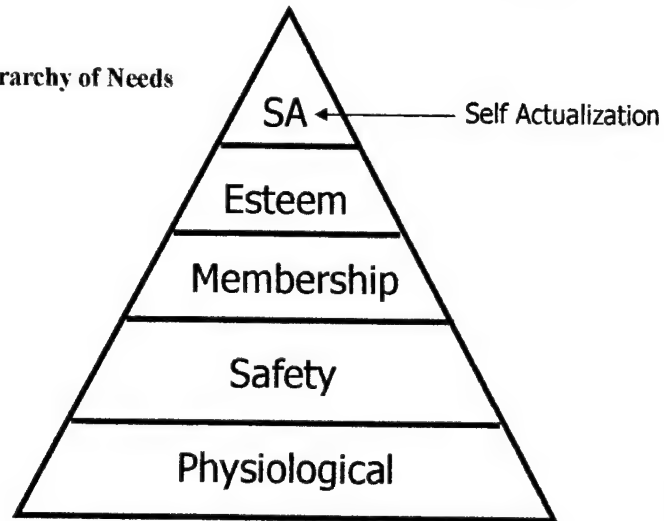
- **Two Classrooms of thought**
 - **Human Behavior School**
 - The meeting of unfulfilled needs motivates workers to higher performance.
 - **Social System School**
 - Effectively functioning groups are the key to increased productivity.

Human Behavior School Contributors

- **Abraham Maslow**
- **Douglas McGregor**
- **Fredrick Herzberg**
- **David McClelland**

Maslow's Theory of Human Needs

•Based on Hierarchy of Needs



Physiological Needs

- **Hunger/Thirst**
- **Discomfort**
- **Examples**
 - A young Airman with a wife and two infants working two jobs to make ends meet.
 - 30 year old ventilation equipment in CES vertical shop.

Safety Needs

- **Order/Routine**
- **Job Security**
- **Fair/Consistent**
- **Fringe Benefits**
- **Examples**
 - Reduction in required personnel.
 - Loss of health care/retirement benefits.

Membership Needs

- **Part of the Group**
- **Friendship**
- **Examples**
 - EOD and Readiness flights merging with CE.
 - PCS's every two years.

Esteem Needs

- **Self Esteem**
 - Value/Worth
 - Knowledge/Achievement
- **Public Esteem**
 - Reputation/Status
 - Recognition/Appreciation
- **Example**
 - AF members working through the weekend to get a job ready for a Distinguished Visitor

Self-Actualization Needs

- **Find a sense of self fulfillment from the job itself**
- **Examples**
 - An AF member working after hours finishing the interior work of an office renovation.
 - A member in the horizontal shop spending extra hours learning a piece of equipment.

Putting Maslow to Use

- **Being an effective leader and motivator requires that you help move your people up the levels towards Self-Actualization**



How Do I Accomplish This

First

- Recognize the signs of each level to determine what level an individual is currently striving to meet.

Then

- Help an individual move up levels by meeting the need of the level in which he/she is struggling.

Physiological Needs

- **Signs**

- A member going directly to another job after finishing an 8 hour day.
- Members complaining around break table of problems with equipment

- **Meet the Need**

- **Talk** to the individuals. Find out what's wrong. Work with them to better conditions.
 - Flex Schedules
 - Self-Help Projects

Safety Needs

- **Signs**

- Fearful of risk taking
- Preoccupied with punishment, rules and procedures

- **Meet the Need**

- Provide information
 - Job feedback/Benefit training
 - Career development
- Be fair to everyone individually, not bureaucratically

Membership Needs

- **Signs**

- Excessive gossiping/talking during work
- Overzealous attitude towards contributing to an effort

- **Meet the Need**

- Provide a mentor for the individual
- Encourage teamwork
- Encourage functions outside work

Esteem Needs

- **Signs**

- Always seeking attention
- Contributes to gain appreciation

- **Meet the Need**

- Award/recognize individuals
- Give more responsibility
- Celebrate all efforts

Self-Actualization

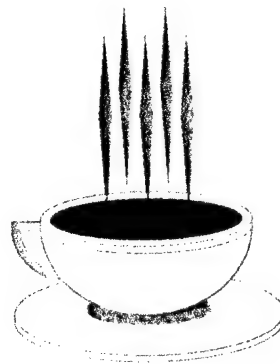
- **Signs**

- Working long hours
- Inventing new ideas to conduct business

- **Meet the Need**

- Allow the freedom to create
- Be responsive to new ideas

Break Time



Douglas McGregor's Theory X and Theory Y

- **Theory X Assumptions**

- Without active intervention by management, people would be passive and even resistant to organizational needs.
- The average person is by nature indolent.
- He lacks ambition, dislikes responsibility and prefers to be led.
- He is by nature resistant to change

Theory X

- The manager who accepts Theory X assumptions normally exercises **authoritarian-type** control over workers and allows **little participation** during decision making.
- Employees who have been managed with Theory X assumptions generally favor a **lack of responsibility**, especially in decision making.
- It becomes a self fulfilling prophecy.

Theory Y

- **Assumptions**

- The average worker wants to be active and finds the physical and mental effort on the job satisfying.
- Greatest results come from willing participation, which will tend to produce self-direction towards goals without coercion and control.
- The average worker seeks opportunity for personal improvement and self-respect.
- Job of management is to arrange organizational conditions and methods so that people can achieve their own goals by directing their own efforts towards organization objectives.

Theory Y

- This is a process primarily of creating opportunities, releasing potential, removing obstacles and providing guidance.
- The manager who accepts Theory Y assumptions normally advocates participation and a more balanced management-employee relationship.
- Teamwork would be better implemented under these assumptions.

Management Survey

Subordinate	Supervisor	Peer	Self	Other
<p>Subordinate</p> <p>1. I am satisfied with my supervisor's performance.</p> <p>2. I am satisfied with my supervisor's personality.</p> <p>3. I am satisfied with my supervisor's ability to get things done.</p> <p>4. I am satisfied with my supervisor's ability to listen to my ideas.</p> <p>5. I am satisfied with my supervisor's ability to give me feedback.</p> <p>6. I am satisfied with my supervisor's ability to help me solve problems.</p> <p>7. I am satisfied with my supervisor's ability to encourage me.</p> <p>8. I am satisfied with my supervisor's ability to delegate.</p> <p>9. I am satisfied with my supervisor's ability to communicate.</p> <p>10. I am satisfied with my supervisor's ability to motivate.</p>				
<p>Supervisor</p> <p>1. I am satisfied with my subordinates' performance.</p> <p>2. I am satisfied with my subordinates' personality.</p> <p>3. I am satisfied with my subordinates' ability to get things done.</p> <p>4. I am satisfied with my subordinates' ability to listen to my ideas.</p> <p>5. I am satisfied with my subordinates' ability to give me feedback.</p> <p>6. I am satisfied with my subordinates' ability to help me solve problems.</p> <p>7. I am satisfied with my subordinates' ability to encourage me.</p> <p>8. I am satisfied with my subordinates' ability to delegate.</p> <p>9. I am satisfied with my subordinates' ability to communicate.</p> <p>10. I am satisfied with my subordinates' ability to motivate.</p>				

Circle: Please/Kindly or Liked/Enjoyed/Disliked, I am/Am not, Do/Don't, Yes/No, Strongly/Very, etc.

Theory X and Theory Y

- **Steps Toward Theory Y**
 - Decentralization and Delegation
 - Job Enlargement and Enrichment
 - Participation and Consultative Management
 - Performance Appraisal
 - Take time when giving feedback

Fredrick Herzberg's

Two Factor Theory of Job Satisfaction

- **Hygienes**
 - Animal Nature of Man
 - Basic biological needs
 - Built in drive to avoid pain from environment
- **Motivators**
 - Achieve and experience psychological growth
 - Stimuli from workplace/job content

Two-Factor Theory

- **Hygienes**
 - Company policy/administration
 - Supervision
 - Interpersonal Relationships
 - Supervisor/subordinates
 - Peers
 - Working Conditions
 - Salary/Status
 - Security

Two-Factor Theory

- **Motivators**
 - Achievement
 - Recognition for achievement
 - Work Itself
 - Responsibility
 - Advancement
 - Growth

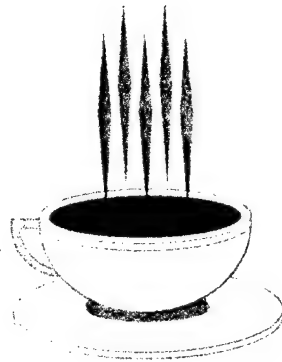
Herzberg's Two-Factor Theory

- **Motivation Utilizing Factors**
 - Hygienes lead to job dissatisfaction
 - A member worried about job security is not going to be readily motivated by more job responsibility.
 - Motivators lead to job satisfaction
 - Giving more responsibility along with recognition leads to increased performance.

Herzberg's Two-Factor Theory

- **Job Dissatisfaction and Job Satisfaction are not opposites of one other**
 - Improving hygienes does not mean job satisfaction is increased
 - Opposite of job dissatisfaction is **no** job dissatisfaction.
 - Conversely, the opposite of job satisfaction is **no** job satisfaction.

Break Time



David McClelland

- **Contemporary Content Theory of Motivation**
 - Manager must understand both what motivates people and how this motivation works or does not work.
- **Basis of Study**
 - Layoff of 450 employees at a plant in Erie, Pennsylvania.

Results of the Study

- **The Majority**
 - Content with staying home and checking back every so often whether their old jobs were available.
 - Under no circumstance were they willing to leave Erie.
- **The Minority**
 - Immediately started job hunting.
 - Looked into training courses to learn new skills and even left town to look for work.

McClelland's Theory

- **Three Types of Individuals**

- *n* Ach (Need for Achievement)

- Persons who set challenging goals for themselves.
 - Persons who do not allow fate to control their lives, preferring to work out a problem rather than leave the outcome to chance or to others.
 - Persons with a strong preference to work situations in which they receive concrete feedback on how well they are doing.

McClelland Theory (cont'd)

- *n* Aff (Need for Affiliation)

- People who choose not to pursue other opportunities.
 - People who choose friends over experts when given a choice of selecting a working partner.

- *n* Pow (Need for Power)

- People with a strong need for power and want to command attention, get recognition, and control others.
 - People who try to control the communication channels so that they are more in charge.

McClelland's Theory

- **Four main goals in Utilizing Theory**
 - Teach people how to think, talk and act like a person with high *n* Ach.
 - Encourage people to plan and set realistic work goals for themselves.
 - Give people knowledge of themselves through group interaction and discussion.
 - Create a group *esprit de corps*.
- **Create a favorable environment for *n* Achs to flourish**

The Behavior School

- **Two Classrooms of thought**
 - Human Behavior School
 - The meeting of unfulfilled needs motivates workers to higher performance.
 - Social System School
 - Effectively functioning groups are the key to increased productivity.

Social System School Contributor

- **Rensis Likert**

Rensis Likert

- **New Pattern of leadership**
 - Supervision that is more people-oriented and humane which emphasizes democracy, participation and supportiveness.
 - Style creates higher productivity and higher job satisfaction.

Likert's Theory

- **Two Groups Identified**

- High-producing managers

- Display favorable attitudes on the part of each member of the organization toward all other members, toward superiors, toward the work, toward the organization, and toward all other aspects of the job.
 - Attitudes toward others reflect a high level of mutual trust and confidence throughout the organization.

Likert's Theory (cont'd)

- Low-producing Managers

- Motivate and direct behavior by exercising control through authority.
 - Jobs are organized, methods are prescribed, standards are set, and performance goals and standards are established.
 - Compliance is sought through the use of hierarchical and economic pressure.

Management Survey

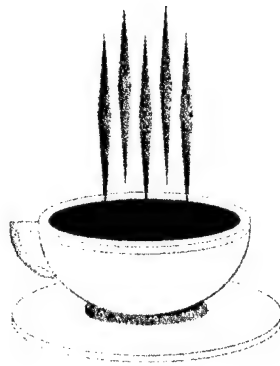
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Likert's Theory

- **Utilizing Theory**

- Harness the major motivational forces
 - The ego motives: Desire to achieve and maintain a sense of personal worth.
 - The security motives.
 - Curiosity, creativity and the desire for new experiences.
- Use participation to establish organizational objectives.
- Performance measurements used for self-guidance rather than superimposed control

Break Time



How does this all relate to my job?



Case Studies

- **Case Study Guide**
 - 30 minutes to read first case and answer questions in relation to material in this short course.
 - In groups of three, 15 minutes to discuss results of first case.
 - 30 minutes to read second case and answer questions

Case Studies (cont'd)

- In a different group of three, 20 minutes to discuss results of second case.
- **Group discussion of results of cases**
- **Course evaluation and wrap-up**

Case Study #1

Lt. Hammer is having a difficult day. Only six weeks into his new job as chief of maintenance, he is beginning to realize all the horror stories he had heard before volunteering for the job were not exaggerated. Hammer was hoping the job would give him valuable management experience. So far, the only thing the job had given him was endless amounts of paperwork and stress. The problem was largely due to his boss, Major (s) Simms. He was also new to the base. Simms had been non-volunteered to his job of chief of operations. He had made it clear early on to Hammer that he was going to expect a lot of late night work. Simms was doing a good job keeping his promise.

It was already late afternoon on Thursday before Hammer had a minute to collect his thoughts. Although he had worked 12-hour days for the past week, he still had at least three days worth of work to finish by 1600 hours on Friday. To top all of that, Hammer was also the p.o.c. for Saturday's Dining out. The squadron was experiencing low morale and the commander felt a party was just what the troops needed to pick up their spirits. Hammer's own troops probably had the worst morale. The previous chief of maintenance seemed to go out of his way to avoid any interaction within the office. Although he had left the base with numerous awards, he never shared any of the credit with his office. He had always felt that the success of the flight was due to his efforts.

Part of Hammer's list of things to accomplish was giving performance feedback for two young airmen in the flight. Since he was still new to the flight, he had decided that a quick feedback would suffice for now. After all, he still had a lot of work to do. He could always talk with them more after things settled down. What he really needed to do was to finish the estimate for the resurfacing of the main road through the base.

Case Study # 1 Questions

1. What level on Maslow's Hierarchy are Hammer's subordinates likely struggling to satisfy?
2. Where does everyone else fit on Maslow's Hierarchy?
3. Is there any evidence of Theory X or Y assumptions being made?
4. How might Hammer motivate his subordinates in this situation?
5. What are some of the Hygienes related to this case?
6. Identify the characters using McClelland's theory.
7. Would Hammer be considered a High-producing or Low-producing manager according to Likert's theory?
8. Identify any other points related to the Behavior School of Management Thought.
9. Finally, put yourself into Hammer's shoes. According to course related material, how would you turn things around?

Case Study #2

Capt. Jones was unfortunate to be CE's duty officer while the chief of operations was TDY to Ohio. Jones spent his short career in the engineering side of CE. He had very little experience with the operations side of the house. For the past week, Jones has done nothing but work one crises after another. As the squadron's chief of construction, he was also spending many hours after duty catching up on paperwork. There just wasn't time to handle everything.

Jones's life was just about to become even more complicated. The end of year freed up a great deal of money for construction. The increase in inspections would have to be handled by Jones's already overworked inspectors. Two of the new projects involved the renovation of the wing headquarters. Extra time would have to be allotted for these jobs. Jones has a total of only eight inspectors to meet this surge in demand. Two of these were leaving for the desert on a 6-month rotation. Of the remaining, three were 10 + year civilians, one a 24 year master sergeant, one a 17 year tech sergeant and the last one an airman first class. The airman had already approached Jones to discuss a flex schedule due to the need for a second job after the birth of his twin sons. On top of all this, a new squadron commander was to arrive next month. If Jones was going to make a good first impression, he would have to figure out some way to make everything work while keeping the morale at its current high level.

Case Study # 2 Questions

1. What factors need to be considered in order to evaluate this case study?
2. According to course related material, how would you handle the increase in inspections?
3. Identify any other points related to the Behavior School of Management Thought.
4. Is there any way to accomplish the new requirements without bringing down the morale?

Case Study #1

- **Discussion**
 - Key points in the Case
 - Answers to the questions

Case Study #2

- **Discussion**
 - Key points in the Case
 - Answers to the questions

Conclusion

- **Everyone Can Make A Difference**
- **One Step at a Time**
- **Evaluation Form**
 - Take with you/Return within a week
- **Meet Again in 30 Days**

APPENDIX B

Speakers Notes

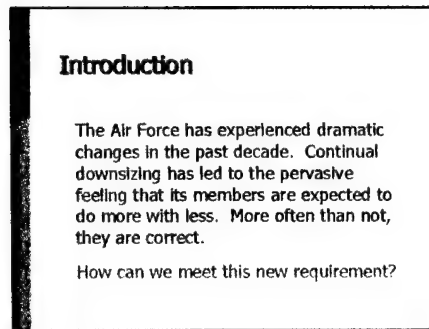
Part I: Speaker Notes

Slide 1



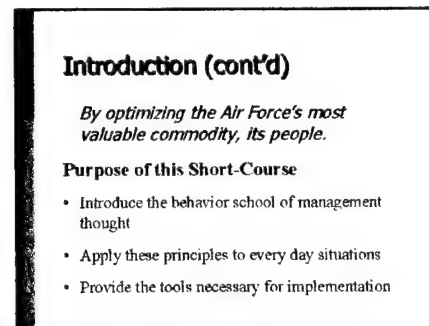
Slide should already be displayed.
Before continuing, introductions
should be made.

Slide 2



Read Slide

Slide 3



Read Slide

Slide 4

Current Philosophies

- **Situational Leadership**
 - Every situation is different and more importantly every person is different.
- **The Military is an Unique Animal**
 - We can't afford to manage in the same manner as the civilian world.

Are these points justifiable?

Read Slide.

Discussion: Ask for examples of real life experiences.

Slide 5

Philosophies (cont'd)

The Answer is a Definite "YES"

- **Basic Ground Rules of the Course**
 - The purpose is not to critique the standard operating procedures.
 - Every person will take something different from the material.
 - Keep an open mind.
 - Any small step is a step in the right direction.

Read Slide

Discussion: Ask someone to summarize the ground rules.

Slide 6

Let's Get Started

Read Slide

Slide 7

Overview

- Management Survey & Results
- The Behavior School
 - Abraham Maslow
 - Douglas McGregor
 - Fredrick Herzberg
 - David McClelland
 - Rensis Likert
- Case Studies
- Conclusions

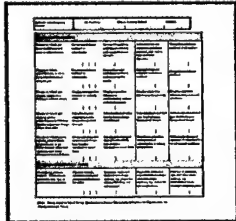
Read Slide

Discussion: Ask if any of the authors sound familiar. If so, ask in what context were the authors used.

Tape all green bordered slides up along the room for reference.

Slide 8

Management Survey



Read Slide

Discussion: What did everyone learn from taking the survey? Did the survey make you think about how you manage people?

Slide 9

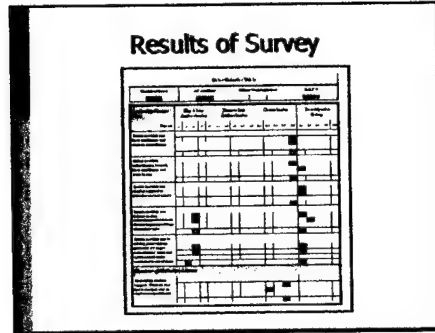
Survey (cont'd)

- Key Points of Survey
 - **Trust**
 - Do you trust your people?
 - Do your people trust you?
 - **Inputs**
 - Do you solicit inputs from your people?
 - If so, do you make use of the inputs?
 - **Motivation**
 - How do you motivate your people?

Read Slide

Discussion: Each questions should be explored in detail.

Slide 10



Read Slide

Discussion: Highlight the two questions with two means.

Discuss the high scoring. Ask if the results would be different if the subordinates were asked the same questions.

Slide 11

The Behavior School

- Two Classrooms of thought
 - **Human Behavior School**
 - The meeting of unfulfilled needs motivates workers to higher performance.
 - Social System School
 - Effectively functioning groups are the key to increased productivity.

Read Slide

Discussion: Stick to the Human Behavior School. The Social System School is presented later.

Ask for examples of unfulfilled needs.

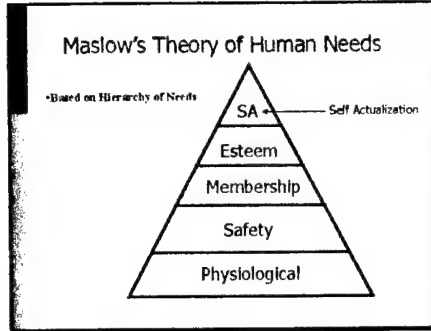
Slide 12

Human Behavior School Contributors

- Abraham Maslow
- Douglas McGregor
- Fredrick Herzberg
- David McClelland

Read Slide

Slide 13



Read Slide

Discussion: Explain the pyramid of importance of the theory.

Slide 14

Physiological Needs

- Hunger/Thirst
- Discomfort
- Examples
 - A young Airman with a wife and two infants working two jobs to make ends meet.
 - 30 year old ventilation equipment in CES vertical shop.

Read Slide

Discussion: Ask how the two examples relate to everyday life.

Ask for any more examples from the participants.

Slide 15

Safety Needs

- Order/Routine
- Job Security
- Fair/Consistent
- Fringe Benefits
- Examples
 - Reduction in required personnel.
 - Loss of health care/retirement benefits.

Read Slide

Discussion: Ask how the two examples relate to everyday life.

Ask for any more examples from the participants.

Slide 16

Membership Needs

- Part of the Group
- Friendship
- Examples
 - EOD and Readiness flights merging with CE.
 - PCS's every two years.

Read Slide

Discussion: Ask how the two examples relate to everyday life.

Ask for any more examples from the participants.

Slide 17

Esteem Needs

- Self Esteem
 - Value/Worth
 - Knowledge/Achievement
- Public Esteem
 - Reputation/Status
 - Recognition/Appreciation
- Example
 - AF members working through the week end to get a job ready for a Distinguished Visitor

Read Slide

Discussion: Ask how the two examples relate to everyday life.

Ask for any more examples from the participants.

Slide 18

Self-Actualization Needs

- Find a sense of self fulfillment from the job itself
- Examples
 - An AF member working after hours finishing the interior work of an office renovation.
 - A member in the horizontal shop spending extra hours learning a piece of equipment.

Read Slide


Discussion: Ask how the two examples relate to everyday life.

Ask for any more examples from the participants.

Slide 19

Putting Maslow to Use

- Being an effective leader and motivator requires that you help move your people up the levels towards Self-Actualization



Read Slide

Slide 20

First

- Recognize the signs of each level to determine what level an individual is currently striving to meet.

Then

- Help an individual move up levels by meeting the need of the level in which he/she is struggling.

Read Slide

Discussion: Refer back to the first chart on Maslow's theory.

Slide 21

Physiological Needs

- **Signs**
 - A member going directly to another job after finishing an 8 hour day.
 - Members complaining around break table of problems with equipment
- **Meet the Need**
 - **Talk** to the individuals. Find out what's wrong. Work with them to better conditions.
 - Flex Schedules
 - Self-Help Projects

Read Slide

Discussion: Explain how the signs relate to the theory.

Ask for another ways to meet the needs of subordinates.

Slide 22

Safety Needs

- **Signs**
 - Fearful of risk taking
 - Preoccupied with punishment, rules and procedures
- **Meet the Need**
 - Provide Information
 - Job feedback/Benefit training
 - Career development
 - Be fair to everyone individually, not bureaucratically

Read Slide

Discussion: Explain how the signs relate to the theory.

Ask for another ways to meet the needs of subordinates.

Slide 23

Membership Needs

- **Signs**
 - Excessive gossiping/talking during work
 - Overzealous attitude towards contributing to an effort
- **Meet the Need**
 - Provide a mentor for the individual
 - Encourage teamwork
 - Encourage functions outside work

Read Slide

Discussion: Explain how the signs relate to the theory.

Ask for another ways to meet the needs of subordinates.

Slide 24

Esteem Needs

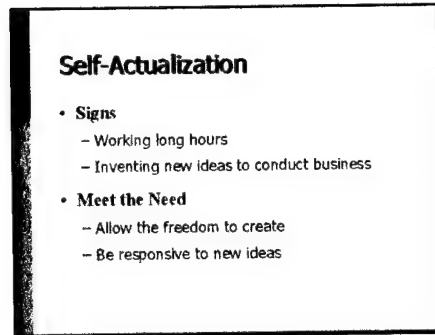
- **Signs**
 - Always seeking attention
 - Contributes to gain appreciation
- **Meet the Need**
 - Award/recognize individuals
 - Give more responsibility
 - Celebrate all efforts

Read Slide

Discussion: Explain how the signs relate to the theory.

Ask for another ways to meet the needs of subordinates.

Slide 25

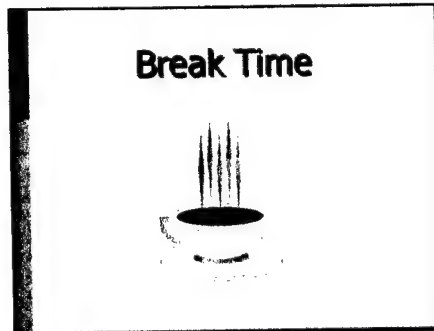


Read Slide

Discussion: Explain how the signs relate to the theory.

Ask for another ways to meet the needs of subordinates.

Slide 26



Read Slide

Break for at least 10 minutes. Give a time for everyone to be back in their seats.

Part II: Speaker Notes

Slide 1

**Douglas McGregor's
Theory X and Theory Y**

- **Theory X Assumptions**
 - Without active intervention by management, people would be passive and even resistant to organizational needs.
 - The average person is by nature indolent.
 - He lacks ambition, dislikes responsibility and prefers to be led.
 - He is by nature resistant to change.

Read Slide

Discussion: Ask if these assumptions are made in the Air Force.

Slide 2

Theory X

- The manager who expects Theory X assumptions normally exercises **authoritarian-type** control over workers and allows **little participation** during decision making.
- Employees who have been managed with Theory X assumptions generally favor a **lack of responsibility**, especially in decision making.
- It becomes a self fulfilling prophecy.

Read Slide

Discussion: Ask if anyone has dealt with a management situation in this manner.

Ask if employees really do feel a lack of responsibility under this type of management.

Slide 3

Theory Y

- **Assumptions**
 - The average worker wants to be active and finds the physical and mental effort on the job satisfying.
 - Greatest results come from willing participation, which will tend to produce self-direction towards goals without coercion and control.
 - The average worker seeks opportunity for personal improvement and self-respect.
 - Job of management is to arrange organizational conditions and methods so that people can achieve their own goals by directing their own efforts towards organization objectives.

Read Slide

Discussion: Ask if these assumptions are made in the Air Force.

Slide 4

Theory Y

- This is a process primarily of creating opportunities, releasing potential, removing obstacles and providing guidance.
- The manager who accepts Theory Y assumptions normally advocates participation and a more balanced management-employee relationship.
- Teamwork would be better implemented under these assumptions.

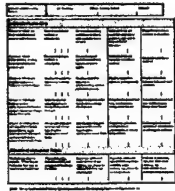
Read Slide

Discussion: Ask how this would effect every day working situations.

Ask if this is the ideal way to manage.

Slide 5

Management Survey



Management Style	Management Style	Management Style	Management Style
1.1.1	1.1.2	1.1.3	1.1.4
1.2.1	1.2.2	1.2.3	1.2.4
1.3.1	1.3.2	1.3.3	1.3.4
1.4.1	1.4.2	1.4.3	1.4.4
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1.99.1	1.99.2	1.99.3	1.99.4
1.100.1	1.100.2	1.100.3	1.100.4

Read Slide

Discussion: Relate the issues of participation in decision making to Theory X assumptions.

Slide 6

Theory X and Theory Y

- **Steps Toward Theory Y**
 - Decentralization and Delegation
 - Job Enlargement and Enrichment
 - Participation and Consultative Management
 - Performance Appraisal
 - Take time when giving feedback

Read Slide

Discussion: Emphasize the benefits of taking each step.

Slide 7

Fredrick Herzberg's
Two Factor Theory of Job Satisfaction

- **Hygienes**
 - Animal Nature of Man
 - Basic biological needs
 - Built in drive to avoid pain from environment
- **Motivators**
 - Achieve and experience psychological growth
 - Stimuli from workplace/job content

Read Slide

Slide 8

Two-Factor Theory

- **Hygienes**
 - Company policy/administration
 - Supervision
 - Interpersonal Relationships
 - Supervisor/subordinates
 - Peers
 - Working Conditions
 - Salary/Status
 - Security

Slide should have only the heading
"Hygienes"

Ask for the participants to name the
hygienes.

Fill in the rest.

Slide 9

Two-Factor Theory

- **Motivators**
 - Achievement
 - Recognition for achievement
 - Work Itself
 - Responsibility
 - Advancement
 - Growth

Slide should have only the heading
"Hygienes"

Ask for the participants to name the
hygienes.

Fill in the rest.

Slide 10

Herzberg's Two-Factor Theory

- **Motivation Utilizing Factors**
 - Hygienes lead to job dissatisfaction
 - A member worried about job security is not going to be readily motivated by more job responsibility.
 - Motivators lead to job satisfaction
 - Giving more responsibility along with recognition leads to increased performance.

Read Slide

Discussion: Ask if the participants agree with the statements.

Slide 11

Herzberg's Two-Factor Theory


- **Job Dissatisfaction and Job Satisfaction are not opposites of one other**
 - Improving hygienes does not mean job satisfaction is increased
 - Opposite of job dissatisfaction is **no** job dissatisfaction.
 - Conversely, the opposite of job satisfaction is **no** job satisfaction.

Read Slide

Discussion: Ensure the participants understand the relationship.

Slide 12

Break Time



Read Slide

Break for at least 10 minutes. Give a time for everyone to be back in their seats.

Part III: Speaker Notes

Slide 1

David McClelland

- **Contemporary Content Theory of Motivation**
 - Manager must understand both what motivates people and how this motivation works or does not work.
- **Basis of Study**
 - Layoff of 450 employees at a plant in Erie, Pennsylvania.

Read Slide

Slide 2

Results of the Study

- **The Majority**
 - Content with staying home and checking back every so often whether their old jobs were available.
 - Under no circumstance were they willing to leave Erie.
- **The Minority**
 - Immediately started job hunting.
 - Looked into training courses to learn new skills and even left town to look for work.

Read Slide

Discussion: Ask how each one of participants would fit into these two groups.

Slide 3

McClelland's Theory

- **Three Types of Individuals**
 - *n* Ach (Need for Achievement)
 - Persons who set challenges for themselves.
 - Persons who take chances, preferring to work out a problem rather than leave the outcome to chance or to others.
 - Persons with a strong preference to work situations in which they receive concrete feedback on how well they are doing.

Read Slide

Part III: Speaker Notes

Slide 4

McClelland Theory (cont'd)

- *n* Aff (Need for Affiliation)
 - People who choose not to pursue other opportunities.
 - People who choose friends over experts when given a choice of selecting a working partner.
- *n* Pow (Need for Power)
 - People with a strong need for power and want to command attention, get recognition, and control others.
 - People who try to control the communication channels so that they are more in charge.

Read Slide

Discussion: Explain the differences when ask to choose a working partner.

Slide 5

McClelland's Theory

- **Four main goals in Utilizing Theory**
 - Teach people how to think, talk and act like a person with high *n* Ach.
 - Encourage people to plan and set realistic work goals for themselves.
 - Give people knowledge of themselves through group interaction and discussion.
 - Create a group *esprit de corps*.
- **Create a favorable environment for *n* Achs to flourish**

Read Slide

Discussion: Explain how to let people set their own goals within the organization.

Explain how to set-up group discussions.

Slide 6

The Behavior School

- **Two Classrooms of thought**
 - **Human Behavior School**
 - The meeting of unfulfilled needs motivates workers to higher performance.
 - **Social System School**
 - Effectively functioning groups is the key to increased productivity.

Read Slide

Discussion: Emphasize Social Systems School.

Part III: Speaker Notes

Slide 7

Social System School Author

- Rensis Likert

Read Slide

Slide 8

Rensis Likert

- New Pattern of leadership
 - Supervision that is more people-oriented and humane which emphasizes democracy, participation and supportiveness.
 - Style creates higher productivity and higher job satisfaction.

Read Slide

Slide 9

Likert's Theory

- Two Groups Identified
 - High-producing managers
 - Display favorable attitudes on the part of each member of the organization towards all other members, towards superiors, toward the work, toward the organization, and towards all other aspects of the job.
 - Attitudes towards others reflect a high level of mutual trust and confidence throughout the organization.

Read Slide

Discussion: Emphasize the trust aspect of management.

Part III: Speaker Notes

Slide 10

Likert's Theory (cont'd)

- Low-producing Managers
 - Motivate and direct behavior by exercising control through authority.
 - Jobs are organized, methods are prescribed, standards are set, and performance goals and standards are established.
 - Compliance is sought through the use of hierarchical and economic pressure.

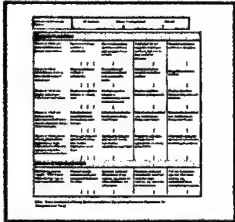
Read Slide

Discussion: Ask if this sounds like the standard way of conducting business in the AF.

Ask what kind of pressure is typical within the AF.

Slide 11

Management Survey



Read Slide

Discussion: Relate the questions dealing with trust to the management theory.

Slide 12

Likert's Theory

- Utilizing Theory
 - Harness the major motivational forces
 - The ego motives: Desire to achieve and maintain a sense of personal worth.
 - The security motives.
 - Curiosity, creativity and the desire for new experiences.
 - Use participation to establish organizational objectives.
 - Performance measurements used for self-guidance rather than superimposed control

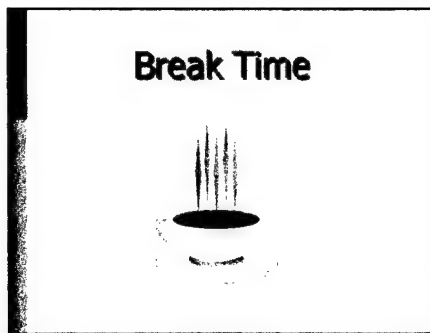
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Discussion: Relate these steps back to the human behavior school.

Explain how to use feedback in a positive manner.

Part III: Speaker Notes

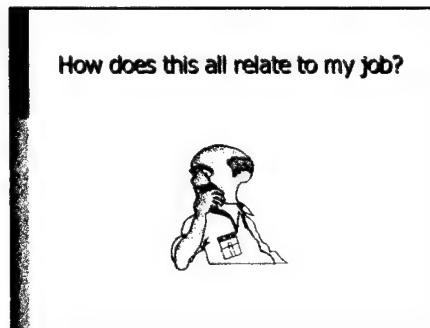
Slide 13



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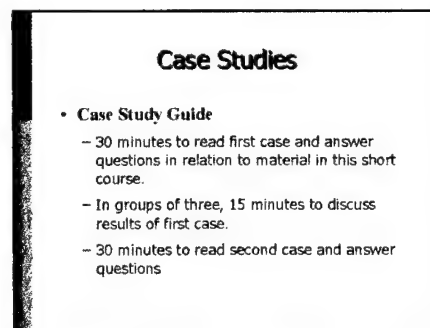
Break for at least 10 minutes. Give a tome for everyone to be back in their seats.

Slide 14



Read Slide

Slide 15



Read Slide

Part III: Speaker Notes

Slide 16

Case Studies (cont'd)

- In a different group of three, 20 minutes to discuss results of second case.
- Group discussion of results of cases
- Course evaluation and wrap-up

Read Slide

Hand out case studies.

Case Study #1

- **Discussion**

- Key points in the Case
- Answers to the questions

Key Points:

- Hammer's expectation about the job.
- Relationship with his boss. Working Late.
- Morale concerns.
- Damage done by previous flight chief.
- Time given for feedback.

Abbreviated Answers to Questions (Discuss in Detail):

1. Safety level/Membership level.. Job concerns and relationships.
2. Hammer-Safety. Simms-Membership
3. Theory X by previous flight chief.
4. Recognition, responsibility, achievement. Create n Ach environment.
5. Relationship with peers/subordinates, administration, security.
6. Simms- n Pow, Hammer- n Ach Subordinates-likely n Aff due to previous environment
7. Depends on how he handles situation.
8. Trust issues, lack of team work. Too much work being done by Hammer.
9. Team work, detailed feedback, help meet Simms membership needs.

Case Study #2

- **Discussion**

- Key points in the Case
- Answers to the questions

Key Points:

- Operations experience/time spent as duty officer.
- Time spent after hours on real job.
- Lack of inspectors for the new work.
- Experience and drive of inspectors.
- Scheduling issues.

Abbreviated Answers to Questions (Discuss in Detail):

1. Factors-See key Points.
2. Group participation in assignments/teamwork. Use Motivation to increase output.
3. Trust-too much time spent checking up on things outside primary job. Physiological concerns. Esteem issues dealing with first impressions. Classify inspectors according to McClelland's theory.
4. Recognition, teamwork, and proper motivation.

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